ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council Meeting Notes

January 30, 2018

Location: Boardroom 2

3:30-5:00 pm

1. Welcome

Cathleen Corella welcomed everyone to the meeting. Cathleen wanted to remind all memebers that next month's meeting will be very important and she will need everyone present to discuss the Social Studies adoption and receive some feedback.

2. Educational Services Update

Presenter: Anne Truex

Anne briefly discussed the LCAP survey and how it is now close. The information collected is being reviewed. There was lots of good feedback for some of the district's programs which included the VAPA program and AVID. Mental Health counciling also received some positive feedback. Ann reminde everyone that the new OUSD website is up for internal viewing. She asked everyone to please take a look at it and send any feedback to the IS department so that if changes need to be made they can make them. Dr. Hansen also briefly shared some information with memebers. Billboards advertising the new Science classrooms at all high schools will begin to go up. She has been working with state board achitects to create these billboards. Dr. Hansen also gave an update on some of the construction at some of the high schools. At Orange High School the bangolows were removed and relocated with no class time inturruption.

3. iPilot: Piloting Innovation in the Classroom

Presenter: Randy Kolset & Jon Ruffridge

The iPilot program provides teachers the opportunity to receive a variety of instructional technology tools for their classroom use in exchange for providing feedback pertaining to the potential instructional enhancements by using each tool. This program is run with new devices cohorts every month through the school year and is a great opportunity for teachers to receive and implement new devices for classroom and student use.

The requirement for teachers to be able to participate in this program are as follow:

- Attend orientation for the device cohort accepted
- Host three support sessions with Educational Technology Instructional Specialist
- Submit one artifact per support sessions that illustrates the instructional use of their iPilot devices.

iPilot can be a vendor coming to the district wanting to demo their product or a program that has been seen in other districts and now the district wants to test it out in the classrooms. When a teacher is selected for iPilot, they commit to use it for a certain perios of time. Educational Technology sends out an email asking teachers if they would like to participate. After receiving applications, the aplications are anonymously ranked and

winners are notified via email. At that point, an Educational Techonology Instructional Specialist will visit with each participant 3 times. A demonstration of some devices and iPilots that are currently being used at different school sites was presented.

4. ELPAC (English Language Proficiency Assessment)
Presenter: Amber Tatch

The English Language Proficiency Assessment (ELPAC) will be replacing the California English Language Development Test (CELDT). Testing window has been changed to February 1st thru May 31st . The ELPAC is a test used to measure how well students in kindergarten through twelve grade understand English when it is not their primary language. The ELPAC consists of two parts: Initial Assessment and Summative Assessment. The Initial Assessment is used to identify students as either an English learner who needs support to learn English or as proficient in English. The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English. Students are given the Initial Assessment within 30 days of when they enroll at a school. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English profocient.

The ELPAC tests four different areas which are: Listening, Speaking, Reading and Writing. The Listening portion of the ELPAC is composed of the following:

- Listen to a short exchange (K-12)
- Listen to a story (K-5)
- Listen to a classroom conversation (3-12)
- Listen to an oral presentation (k-12)
- Listen to a speaker support an opinion (6-12)

The Speaking portion of the ELPAC is composed of the following:

- Talk about a scene (K-12)
- Speech functions (2-12)
- Present and discuss information (6-12)
- Support an opinion (K-12)
- Retell a narrative (K-5)
- Sammarize an academic presentation (K-12)

The Reading portion of the ELPAC is composed of the following:

- Read-along word with scaffolding (K-1)
- Read-along information (K-1)
- Read and choose a word (1-12)
- Read a short informational passage
- Read a student essay (3-12)
- Read a literary passage (1-12)
- Read an informational passage (1-12)

The Writing portion of the ELPAC is composed of the following:

- Label a picture-word with scaffolding (K-1)
- Write a story together with scaffolding (K-2)
- Write an informational text together (1-2)
- Write about an experience (3-12)
- Write about academic information (3-12)
- Justify an opinion (3-12)

- Describe a picture (1-12)

There are 4 levels of classification were students can score and be placed.

- Level 1: English learners at this level have **limited to no functional** receptive and productive English skills.
- Level 2: English learners at this level have **somewhat functional** receptive and productive skills.
- Level 3: English learners at this level have **moderately fuctional** receptive and productive skills.
- Level 4: English learners at this level have **fully functional** receptive and productive skills.

With the ELPAC coming into full effect for the 2018-2019 school year, the reclassification guidance has not been fully determined yet by the state. There are some talks about imposing a pass score and just go based on that pass score to reclassify students vs. the current criteria of an overall score of 4 or 5 on the CELDT, meet reading inventory requirements, report card grade in reading is a C or better and 1 other core subject is a C or better, and parent agreement. Some of the concerns that were expressed about this new ELPAC testing is that it can potentially add more EL students to the district because of the new elements on the test. The new elements on this test are a bit more difficult than what the CELDT was composed of. The ELPAC besides measuring a students English skills it is also measuring their English skills and their understanding of the Curriculum being taugh. This test is no longer a mesurement of just the English skills, it is also a mesurment of the English skills tie in with what is being taugh. Some members expresed concern for this new ELPAC testing and how difficult this test will be for those student that have arrived from their native country with no English skills and how they will stuggle to move up levels.

5. Closing

*Cathleen thanked everyone for coming and the meeting adjourned at 5:00PM